R E P O R T R E S U M E S

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A FINAL REPORT OF THE TRIPLE TWO PROJECT, A PROJECT UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965.

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THE TRIPLE TWO PROJECT (1966-67) WAS DESIGNED TO DETERMINE NEEDS PERCEIVED IN SOUTH CENTRAL NEBRASKA FOR PROGRAMS OF COMMUNITY SERVICE OR CONTINUING EDUCATION AND TO EXAMINE TITLE 1 OF THE HIGHER EDUCATION ACT OF 1965 AS IT MIGHT RELATE TO THEM. TWENTY-SEVEN COMMUNITIES WERE CHOSEN AS CONFERENCE AREAS AND DIVIDED INTO THREE CATEGORIES BY POPULATION (10,000 AND OVER, 2,500 TO 10,000, AND UNDER 2,500). COMMUNITY LAY LEADERS, LOCAL GOVERNMENT OFFICIALS, AND KEARNEY STATE COLLEGE EDUCATORS PARTICIPATED. COMMUNITY REPORTS AND REPORTS FROM COUNTY AGENTS REVEALED NEEDS RELATING TO LOCAL GOVERNMENT, HOUSING PROBLEMS, COMMUNITY LEADERSHIP, PROBLEMS OF WORKING MOTHERS, HEALTH, RECREATION, AND YOUTH OPPORTUNITIES AND EMPLOYMENT. SPECIFIC NEEDS MOST OFTEN VOICED, WHICH COULD BE FURTHER DEVELOPED UNDER TITLE 1, WERE FOR POLICE SCHOOLS, TRAINING OF LOCAL GOVERNING BOARDS, COMMUNICATION, LEADERSHIP TRAINING, AND COMMUNITY WORKSHOPS ON RECREATION AND ON SERVICES TO YOUTH. (THE COMMUNITIES ARE LISTED BY CATEGORIES IN THE APPENDIX.) (LY)

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A Final Report

of

THE TRIPLE TWO PROJECT

A Project Under Title I of

The Higher Education Act of 1965

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Sponsored By

KEARNEY STATE COLLEGE

Submitted - May 1967

AC 001 034

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and contributions from many interested community people.

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INTRODUCTION

The Triple Two Project was designed to provide central Nebraska communities with a vehicle through which they could express their needs for programs of community service or continuing education. The project was funded under Title I of the Higher Education Act of 1965. It was proposed by and directed from Kearney State College, Kearney, Nebraska. The time schedule called for the starting date of September 1, 1966, and the closing date of May 31, 1967.

Purpose and Objectives

The major objective of this program was the identification of problems or needs of communities as seen by the people who live in their communities. This is to be the source upon which further programs might be recommended for development under Title I of the Higher Education Act of 1965.

Scope and Organization

Included in this project was a thirty-county area of south central Nebraska. Twenty-seven communities were selected as conference areas. The twenty-seven communities were divided into three categories and were, for the purposes of this project, referred to as Class A, Class B, and Class C communities. The communities of the Class A categories each had a population in excess of 10,000. The Class B category contained those communities with a population of more than 2,500 but not to exceed 10,000. The Class C category was made up of communities with a population of less than 2,500. A list of communities by category classification is included as an appendix of this report.

Three groups of people were involved. They were the lay leaders of the communities, the local government officials, and educators from Kearney State College.

Conferences were held at each of the communities. The purpose of these conferences was to introduce and examine Title I of the Higher Education Act of 1965 as it might relate to community service or continuing education for each community and to identify local problems and needs in each community. As needs were identified, an attempt was made to establish a priority. Consideration was given to that which could be done first as well as to that which was most urgently needed.

Three meetings were held at Kearney State College, each according to population categories. Each community was asked to select two people to represent them at these category conferences where views on local problems could be pooled and reviewed. Finally, at the conference of each population category, representatives were selected to an advisory board.

The advisory board consisted of people from all three categories and represented lay leaders, local governing officials, and college educators. Therefore, all three categories of communities were represented on this board by the three types of people.

Procedure

The mayor of each of the twenty-seven communities was contacted by mail and by telephone prior to the first conference. The director of the project then visited each. Subsequent conferences were developed within the desires and limitations of each community. Responses of the communities ranged from complete withdrawal from the project to wholehearted cooperation. Summaries of problems and needs of each community were prepared for presentation at the category conferences.

County agents were contacted and asked to submit reports. These reports were given careful consideration, and a list of general problems was made. These were presented together with the community problems.

Category conferences were held at Kearney State College. The Class B group met January 11; the Class C, February 7; the Class A, February 14. In each case plans were made for the final group advisory committee.

The final advisory group reviewed the problems and needs of each category classification. Questionnaires were devised to obtain further information in some areas. Throughout the several meetings of this group the information from individual community summaries, category meetings, questionnaires, and individual representatives was assembled. This group reviewed the problems and needs as presented. They put into the final report the reflections of efforts by the local communities to state their needs. This report is their vehicle for expression. No effort was made to impose problems from outside sources. This is a concerted effort to maintain the philosophy of local community ideas and feelings.

Organization of the Report

The seven major headings of this report were written independently by the various group leaders. Only minimum structure was provided. Therefore, each part is unique within the report. Each includes: (1) a summary of named problems within the heading given, (2) the problems identified as common throughout a major portion of the thiry-county area, and (3) the problems stated that could logically be developed under Title I of the Higher Education Act of 1965.

LOCAL GOVERNMENT

The Kearney State College study of community needs in the communities of southwest Nebraska revealed the following areas in which institutions of higher education may be of service in the area of local government.

Local Government Officials

Workshops, seminars, and/or short courses could be provided for each of the following:

Law Enforcement Officers
Firemen
City Clerks
Department Heads
Inspectors

The college campus should be used as the site for the first workshop, seminar, and/or short course. The decision to move this activity to central locations away from the campus would be dependent upon demonstrated interest in such a service by the people in the area to be served. The need for a constant updating is evident in all of the areas mentioned, but most commonly recognized in the area of police protection.

The time scheduling of these educational experiences should be done in such a manner that attendance would require the absolute minimum time away from the official's normal duties.

These should be viewed as continuing programs.

Training for Members of Local Governing Boards

Workshops, seminars, and/or short courses could be provided for each of the following:

City Councilmen
Schoolboard Members
County Board Members

There is an expressed need for some training for members of local governing boards. The college campus should be used as the site for the first workshop, seminar, and/or short course. The decision to move this activity to central locations away from the campus would be dependent upon demonstrated interest in such a service by the people in the area to be served.

The time scheduling of these educational experiences should be done in such a manner that attendance would require the absolute minimum time away from the official's normal duties.

These should be viewed as continuing programs.

Adult Education

The general public has little or no understanding of the function of local government or the powers and responsibilities of local governmental officials.

Representatives of several communities expressed the hope that such a study could include the different types of local governments (city and county) possible under existing law.

Higher education could provide a series of workshops to inform the general public as to the nature and responsibilities of local government and governmental officials. Such an experience would provide for a better understanding of local government and would also provide preliminary preparation for potential local governmental officials.

The time scheduling of these educational experiences should be done in such a manner that attendance would require the absolute minimum time away from the official's normal duties.

These should be viewed as continuing programs.

Public Administration

Institutions of higher education were criticized for not providing programs to develop and prepare prospective public administrators.

There appears to be a need for the development of a program in public administration. This would be a regular college program designed for those students interested in serving in public administrative positions in the community, the nation, and the state.

The time scheduling of these educational experiences should be done in such a manner that attendants would require the absolute minimum time away from the official's normal duties.

These should be viewed as continuing programs.

HOUSING PROBLEMS

Problem Summary of Housing Area

There is a need for new housing at medium and low income levels. Problems related to this need are:

Lack of mortgage credit causes drop in the amount of building.
Higher monthly payments cause elimination of many potential buyers.
Rising cost of all building materials prohibits extensive building.
Selling price of homes is not commensurate with capital, buying, and investment involved, so there is less building.
Builders are reluctant to build in smaller communities where rental returns may be lower.

Building Codes and Zoning

Most Class A Communities have adopted new building codes in order to meet standards for obtaining government funds for housing projects. Smaller communities have antiquated codes if there are any available at all. Reasons mentioned by representives of communities were:

It is hard to agree on building codes even if growth warrants it.
Many codes have been frozen by custom which prevents builders from taking advantage of technological changes in buildings and materials.
This results in:
Use of uneconomical types of materials.
Use of uneconomical methods of construction.

Many small community governments, which have not set up a long range plan, find themselves unable to control the direction of growth in their cities. Help is needed to provide adequate zoning regulations and restrictions which serve as guide lines to future expansion.

Physical Building Conditions

Many cities feel that a small percent of their buildings are in a state of dilapidation or are substandard.

There is a need for area wide instruction of recognizing the different degrees in housing conditions so there can be a unified report.

Small communities are asking for help in professional instruction in areas of house remodeling and repair.

Dilapidated sheds, barns, and out-dated garages harbor accumulated debris and result in breeding places for micro-organisms and vermin.

Local resistance to outside repair of property has resulted from reappraisal of property leading to increased tax valuation as soon as outer beautification of properties has been completed.

Priority

New housing - medium and low income levels
Instruction in updating obsolete building codes
Instruction in remodeling and repair of substandard housing and elimination of dilapidated housing

WORKING MOTHER'S PROBLEMS

Many representatives and reports from communities indicated the presence of numerous outlets for salable skills and services which women might provide if they could secure necessary training or retraining opportunities. Most of the women available for this consideration would come from the ranks of former high school drop-outs who did not complete basic levels of preparation and from those women who were once eligible but after several years of personal or family involvement with other tasks are now in need of being retrained.

Need for Day Care Schools for Pre-School Children

Women can now find vocational-technical training available. They may be able to develop new skills enabling them to take needed jobs. However, many times young children prevent them from attending school to learn needed skills.

Need to be Taught Personal Grooming

Some women have skills but have never been taught personal standards of grooming and self care. In order to be employable, they need to learn basic techniques of hair care and hair styling, proper choice of wardrobe for working, and minimum essentials of good grooming.

Need for Improved Family Resources

This need involves finances as well as personal skills. Work absenteeism can be a direct lack of information on adequate nutrition. A general raising of living standards of the lower socio-economic group would be helpful.

Priority

Set up standards for day care supervision
Give instruction to helpers of supervisor in:
- Food handling
- Child development principles
- Sanitation of day care:
  - custodial care
  - toilet provision
- Safety of children

Classes in personal grooming for disadvantaged women
Need for help in consumer buying problems of food, clothing, and household necessities and furnishings.

Programs

Adult education for day care school workers
High school aides trained with specific help from the distributive education program and home economics program

COMMUNITY LEADERSHIP

Community representatives indicate one major and two minor problems in the field of leadership.

The major problem is the lack of communication between the people of a community and its governing bodies, which, for the purpose of this report, include the City Council, School Board, Chamber of Commerce, and other organizations which fulfill the leadership role.

Two other problems, discovering community leaders and community needs, that seem to be of major importance dwindle to less significance when examined more closely.

These two problems are more apparent than real. Community leaders always appear when needed. Any community interested in its survival or progress always has an individual, a Mayor, a City Council, a School Board, a Service Club, or a Chamber of Commerce willing to take the lead in identifying problems and promoting their solutions.

Even the identification of problems, generally speaking, is not overly difficult. Most of them are self-evident; others come to public notice through such a simple communication device as the coffee break. A more sophisticated method, the survey, is necessary, however, if a community wishes to uncover deeper-seated problems or to plan for future needs. And it is at this point that the need for better communication becomes apparent.

The Lack of Communication

The basic problem thus becomes one of communication: how to reach the people effectively to get hidden problems into the open, how to agree on the most pressing needs, and how to convince the public of the worth of the projects.

These problems are basic, even for those cities which have salaried personnel such as city managers or chamber of commerce secretaries who might be expected to devote part of their time to public relations. Not only are these persons busy with many other matters but often are not fully aware of the mechanical and psychological factors that are useful in public relations work.

Most community leaders, no matter how well intentioned, do not know how to promote a successful campaign to get the funds necessary for a new school, recreation area, or other improvement unless the need is unusually obvious. Because many voters have built-in tendencies to vote against bond issues, a good public relations program is often necessary if campaigns for public improvements are to be successful.

The difficulties multiply for those communities which have to depend solely on volunteers to manage a campaign, even though these persons are public-spirited volunteers -- either individuals or members of service clubs -- who are willing to sacrifice much of their time for the general good of the area.

In an earlier, less-complex age these promotional campaigns often were headed by newspaper publishers as the persons most obviously in contact with the public pulse. The multiplication of news media and the decline of personal journalism indicate that this type of cooperation is not so available as it once was, thus throwing the burden of promotional campaigns onto other agencies. A growing need for leadership therefore exists.

A consensus of the group indicates a need for improved communication skills to close this leadership gap. The lack of adequate communication seems to lead to apathy on the part of citizens who might otherwise turn into crusaders for community betterment. Better communication might arouse an awareness of the need for better professional government and thus attract persons into that field.

Part of this communication skill, according to some members of this committee, needs to be directed toward solving immediate civic problems: ascertaining needs, promoting needed bond issues, getting people interested in local government both as private citizens and officials, and disseminating information to the public.

Other members of the committee, although conceding the merit of immediate objectives, also feel that "the over-riding problem facing communities today is not individual community problems ... rather they are problems inherent to area (or regional) development. The problems of health, housing, communications, government, etc., are common to all communities, but the most vital fact is that individual communities cannot take care of all these problems. Particularly is this true of smaller communities common to our locality and in the surrounding rural areas. There is simply not enough capital to develop all the facilities and services demanded by the general public in the various communities."

One member points out that it is not economically feasible for three communities of equal size to support three hospitals in a given area, costs being what they are, "nor can they afford to compete against each other for vital medical specialties (i.e., a cobalt treatment facility) nor compete against one another for skilled technicians already in short supply." He therefore feels "that the area of leadership that could be furnished by Nebraska colleges and universities is in providing leadership courses to the power structures of the various communities to demonstrate the need for 'area volunteer associations' of lay people and top business and professional people to solve common area problems ...

"Unfortunately, the logic of this concept cannot be fully realized until the top leadership of these communities are made aware (by the process of education) of the problem. This 'leadership training' process could be extended in all six areas of the Triple Two Project equally as well and probably encourage areas to band together to hire professional,

full-time personnel who could furnish the planning, technical know-how and coordination necessary for the implementation of such a program.

"Of equal importance is the fact that the area programs would be voluntary associations and supported by local, private, or tax monies. In short, then, the first logical step of the higher education institution should be to train and educate the power structure that can make such a program a success."

Proposed Solution to Leadership Problems

This committee recommends that the college investigate the possibilities of offering a non-credit workshop in public relations that will deal with the practical aspects of conducting surveys, isolating problems, and promoting individual projects. Promotional techniques should include such topics as consumer psychology, utilization of volunteer personnel, copywriting, and use of publicity media.

A concomitant educational goal might well be the evolvement of techniques that would serve to elicit more information concerning the area concept and promoting it, although education along these lines might more properly occur in a workshop designed to train public officials.

Members of the committee feel that a public relations workshop would be of especial help to those now in positions of civic leadership, but they would open such classes to other interested persons.

The workshop should include an exchange of ideas plus professional direction -- not just talks by an expert. The workshop probably should not last longer than two days for any one session; perhaps Friday afternoon and Saturday sessions would give more persons a chance to attend. It could be held at the college, or, if there is sufficient interest in the western part of the state, at a suitable central location. If the enrollment warranted, duplicate classes might be offered at more than one place. The course might cover a period of several week-ends, if that much time is needed to cover the material.

The college has a public relations course which could be adapted to fit the needs of this workshop. An alternative would be to utilize the services of a professional firm from Lincoln or Omaha.

HEALTH

The response from participating communities in the Triple Two Project has revealed a wide variety of needs. However, a large number of these needs seem to be local problems rather than common to all or even several communities.

The health needs expressed seem to group themselves into three general categories: (1) those involving the education of persons for specific professions or of the public for improvement of general health and environmental conditions within the community; (2) those involving the providing of communities with information, with which they would be able to solve their problems or meet their needs; and (3) those requiring assistance from outside sources in reaching a solution.

Summary of Problems

Education

There are many problems for which some type of education - be it professional, vocational, or general in nature - is necessary for their solution.

The need for professional personnel in the fields of nursing, medicine, dentistry, medical technology, medical librarians, dental technology, anesthesiology, and other professional areas.

The need for vocationally trained persons, such as licensed practical nurses, nurses' aides, nursing home attendants, attendants for homes for the elderly, child care specialists, and similar types of skilled and semi-skilled personnel.

The need for training of personnel to man emergency units and fire departments, as well as emergency and first aid training for industrial employees and local citizenry.

A need was expressed for improving the quality of community health services, facilities, and environment through better informed employees. Some of the suggested areas for instruction included sanitation (sewer and landfill management), street drainage, restaurant inspection, and installation and maintenance of water systems.

The need, on the part of the general public, for additional instruction as a means of improving the health of the local citizenry in various aspects of personal and community health was expressed. Specific requests were expressed for instruction in the areas of nutrition, family living, family relations (parent-child), mental health and safety.

Information

The problems which follow are those involving the securing of information. Should this information be made available to the communities, they, in turn, will carry the problem through to its conclusion.

The need for information regarding those federally supported programs available to local communities and the procedures to be followed in attaining this assistance was expressed by a large number of communities. Specific areas mentioned were slum clearance, low cost housing, adequate facilities for the elderly, improvement and/or expansion of municipal utilities, such as water, lights, and sewer.

The need for information related to the establishment of schools or training centers for nurses' aides, day care personnel, licensed practical nurses, hospital aides, and staff for homes for the aged were reported by many communities.

Information relating to attaining medical facilities or enlargement of existing facilities was requested. However, it is surprising to note that while many communities expressed a desire for hospitals, clinics or medical facilities of some type, this does not appear to be a major problem common to Triple Two Participants. It was found by use of a questionnaire that only two of the eighteen responding communities did not have a doctor and a hospital or clinical facilities within their community. Those two communities reported a medical facility within fifteen miles.

The need for information about health careers and opportunities was expressed by some communities. It was felt this would be of value to some of their high school population.

Assistance

A desire for assistance in establishing programs was expressed in the following areas.

Assistance in establishing summer physical fitness programs for school age children and a year-round program for adults were the most common needs reported in the entire area of health. This need was mentioned by communities in all three population groupings and by the majority of those within each group.

Assistance was also desired in the establishment of programs for health examinations, immunization, screening tests, and other health related areas.

Additional Needs

The following problems were mentioned by communities but did not appear with enough frequency to be considered common to all. They are the need for:

Public rest rooms in downtown areas
Insect control
Litter containers for downtown streets
Improved water system
Expansion of mental health facilities and program

Rescue Units
Additional rescue equipment

Federally Supported Projects

On the basis of needs expressed by the participating communities it would seem that certain health problems or needs lend themselves for project consideration under Title I of the Higher Education Act.

Institutions of higher education may look to the Title I Program for assistance in establishing professional schools within their geographical area and limitations of their institution.

The establishment of courses or schools for training vocational or semi-skilled personnel as identified under Education #2, mentioned previously. These schools could be located either on the college campus or in the local community with the college providing a portion of the instruction in cooperation with local personnel.

An institution of higher education may wish to apply for project approval in the form of a short course for instruction of local municipal employees in the areas previously mentioned under Education #4. These short courses may be in the form of an on-campus workshop or seminar, a short course for several communities in a central location, or a mobile unit traveling to the local communities for short term presentations.

A short course in the field of family relations, i.e., may be developed and qualify under Title I. Such an offering may be an extension service to the local community.

The establishment of a consultant service, on the part of the institution, and dispensing information of the types requested, may be another project worthy of consideration by an institution of higher education.

RECREATION

The recreational needs of those communities participating in the Triple Two Project were primarily of a local nature. However, two common needs do emerge from the large number reported. These are: (1) education or training of recreation personnel, and (2) assistance in establishing programs.

Summary of Problems

Education

The recreational needs of local communities are closely allied with the lack of qualified staff members. Communities expressed a need for training of persons associated with park and playground administration and maintenance; management and maintenance of swimming facilities; operation of youth centers; and selection, construction, and maintenance of equipment.

Special interest areas in which training is needed are: playground supervisors, playground specialists (crafts, art, music, etc.); life guards, swimming instructors, pool managers, and other areas where similar special functions are performed.

Assistance

Assistance in long-range planning for park and recreational facilities was desired. Many communities are aware of the diminishing availability of suitable recreational areas and wish to preserve some of those in their own areas.

A need for assistance in discovering new recreational potentials and sources of financial aid was reported by a large number of communities. This need seemed to be based on the fear that if local communities do not purchase and develop their potential recreational areas, they will be lost to individual or commercial enterprises.

Assistance was requested in surveying local facilities and making recommendations for development of those facilities already existing within the community. Such surveys may also be expanded to include potential facilities of which the community may avail itself in the future.

This need is found both in terms of program expansion to include boys and girls in all age groups and in terms of increasing the number of recreational activities offered. While only a few communities mentioned the latter, this need is quite evident by the limited programs reported on questionnaires returned by the communities. Baseball, ranging from Little League through American Legion, was the major or only recreational activity offered in many communities. The lack of activities for girls was also noted on the returns. Only one or two communities have made provision for winter activities such as sledding and ice skating.

Additional Needs

The following recreational needs were reported but lacked the frequency to be considered common to all:

Rest room facilities
Lighting
Improvement of present lighting
Additional equipment
Greater use of existing facilities
Need for special facilities (pools, diamonds, tennis courts, etc.)

Federally Supported Projects

Potential Title I Projects which might be funded under the Higher Education Act are suggested below. These are only suggestions and are not the only ones that could be developed. They are those which would seem most feasible in the area surveyed in the Triple Two Project.

A project proposal dealing with physical fitness would seem defensible on the basis of interest expressed. Even though this was mentioned as a health need, it would seem more desirable to include such a project in the area of recreation. This could be conducted on an area or county-wide basis.

Projects which would give consideration to the establishment of recreational districts or areas may prove worthy of consideration. Such areas could include those communities located in close proximity suitable for potentially suitable recreational facilities and through whose cooperation development would be possible.

YOUTH OPPORTUNITIES AND EMPLOYMENT

A study of responses from 17 of the 27 communities contacted in the Triple Two Project on our request for information, regarding education and job opportunities and the problems of youth, shows the following problems and needs of youth in those communities.

Summary of Problems

Broader Course Offerings in Smaller Community Schools -

There is need for courses more suited to the talented and slow learners.

There is need for more courses leading to vocational opportunities.

Preparation for the Vocations of Selling Goods and Services -

In local communities there are local factors to be considered.

In other communities there are both general and specific needs to be met.

Custodial Training for Work in Public Parks and Buildings -

These services can be done better by trained people.

These opportunities should be available to non-academic youth.

One community wants direction for training local youth in high school for "professional" babysitting to release capable mothers into adult service in the community.

Training should include special references to cleaning, maintaining, and improving facilities.

Participation in Local Governmental Affairs -

Youth wants to speak in their behalf and local communities should give them the opportunity.

Youth can assist in forming adult opinions by participating in local surveys.

Study of Local Youth-Behavior Problems -

Traffic control must recognize youth attitudes -- sponsored drag strips and the like.

There is a need for attention to problems of narcotics control.

There is need to provide acceptable local free-time activities.

Further Local Education Beyond K-12 Grades -

Vocational and technical courses are needed.

Opportunities for nurse's training for both hospital and nursing homes are increasing.

There is need for more junior colleges in communities which can support them.

Preparation for Interim Employment, Grades 10-12 -

There is need for opportunities, such as distributive education, during regular high school program.

There is need for volunteer job-referral services in the school (short period employment).

More Guidance References and Records -

There is need for these to be expanded and improved in most schools.

Specific experience and job-preparation information should be available to employers.

There is recognition that basic skills must be better developed for certain local jobs.

Extend central or regional library services and materials to local community-school needs.

Improved Counseling Services -

There is a need for specialists available in every high school.

The smaller schools may have to share such specialists between two or more such schools.

The shortage of such specialists indicates the need for more people to prepare in this field.

Local Financial Aid to Deserving Students -

There is need for local help for local junior college students in the form of loans and/or grants.

Local help for students beyond 12th grade away from home is needed by many students.

More Recognition for Local Youth Achievement -

There is need for identifying outstanding youth service and achievement.

Providing appropriate recognition for local youth achievement and/or publicity would be helpful.

Developing Youthful Pride for Their Local Communities Regardless of Where They Are Living -

Coordination of Agencies for Youth Opportunity -

This is relative to personal needs of youth; e.g., aid for the handicapped, etc.

Relationship of jobs, training, and military service needs to be available for reference.

A review of the adequacy of local education programs and job-referral information for youth rather clearly indicates a real need for further curriculum study in many local high schools in order to expand and extend offerings and opportunities for youth to be better prepared for the world of work, not only in the outside world but also even in their own communities. It is to be expected that since several of the 17 responding schools were those of the Class A size (10,000 population and over) and Class B size (2,500 - 10,000) -- nearly half of the group, we generally presume their education programs are better than most of these in smaller communities, and that more responses from the smaller community schools would have given further indication of these needs and problems.

A follow-up survey of the 27 communities in which the problems and needs revealed by the 17 respondents in the first survey resulted in 22 responses. Of these 22 respondents, the range of agreement with the listed problems and needs in their communities was from 10 through 21, with an average agreement of nearly 17 responses per problem or need. Furthermore, in answer to the question of their desire to participate in 1967-1968 workshops on these problems and needs, these 22 respondents indicated an average of 11+ participating communities. Several respondents to this latter question stated they "were already working on" certain of the listed needs and did not feel the need for a workshop or special help at this point.

A closer check of the four major needs described in the final portion of this report showed an average of 18 favoring the Need for Evaluation and Improvement of High School Curricula, 15 favoring the Need for Improving Guidance and Counseling Services, 18 favoring the Need for Expanded Sources of Information for Youth Regarding Widespread Training and Employment Opportunities. Thus, there would seem to be a justifiable need to offer help to those communities feeling the need for it.

Projects Suitable for Institutions of Higher Education

Further study of the communities' problems identified in the foregoing summary indicated the possibility of grouping the needs and problems of youth into four or five major areas of concern which might be of interest and challenge to institutions of higher education to offer assistance to local communities' school programs. Therefore, the following four areas of major concern are suggested.

Need for Evaluation and Improvement of High School Curricula -

The typical smaller high schools offer programs of preparation too limited for their graduates to be adequately prepared for the vocational-technical areas of the "world of work" and for further academic professional study. Generally the problem is one of objective evaluation of student interests, abilities, and needs in line with a life considerably beyond present conditions, and suggested ways in which cooperative planning may meet such challenges for change.

Higher education institutions should provide professional assistance in objective evaluation of high school curricula on both the local and a regional basis. This would imply flexibility in so doing, by either local seminars or regional workshops, or both. Furthermore, professional assistance is indicated for local boards of education and school administrators in indicated needs for improving and extending curriculum offerings in the light of curricular evaluations.

Need for Improving Guidance and Counseling Services in the Schools -

The need for these services under the direction of adequately prepared specialists in grades K-12 and beyond was indicated in almost every instance. In schools having some such services already established, there was indication of need for expanding them, especially counseling, and in all instances for extending them down through elementary levels.

Institutions of higher education should hasten the preparation of a greater number of adequately qualified specialists in this area of service to youth. In the meantime, they should offer area workshops for the purpose of improving as much as possible existing facilities and services in all school programs.

Need for Local Community Job-Referral Services -

There was general indication of the discrepancy between available youth for employment and local employers for their services not being mutually aware of each other. Even though this might reflect only temporary conditions, it was felt that the gain for both youth and employers was sufficient to establish and/or expand local referral services of mutual interest, with volunteer help for managing it.

Institutions of higher education should offer guidance toward establishing these services, generally in connection with the purposes in extending curricular opportunities of preparation of youth for work in their own communities. This could be a logical outgrowth of activity in the Need for Evaluation and Improvement of High School Curricula, above.

Need for Expanded Sources of Information for Youth Regarding Widespread Training and Employment Opportunities -

Local sources of such information and their current conditions are generally limited or out-dated in relationship to actual complete references available in centers of concentrated population.

Institutions of higher education should extend their references and services to local communities (libraries or schools or city offices) in the form of both temporary and permanent references and materials, and by both bibliographies of current sources and actual copies furnished by the central library. Also, assistance in making all such materials easily available for local use should be provided.

POST SCRIPT

The effectiveness of this project can be measured only by the extent local community people and institutions of higher education exhibit willingness to implement action upon these findings.

As the effort of the Triple Two Project progressed, it became more and more evident that some problems were more common throughout the thirty-county area than were others. As problems were reviewed, it often became apparent that some stated problems were secondary to others and solutions for these, therefore, may be directly dependent upon solutions to the more basic problem. Although the final report is directed toward identifying problems that could be expanded under Title I of the Higher Education Act, the project revealed problems that could be addressed to two other agencies. First, there are problems the local area could assume within its own present organization. Second, there are problems which, now identified, may have some impact on policy making in local community government and in institutions of higher education.

The main body of this report describes the problems that were voiced most often and could be further developed under Title I of the Higher Education Act. They are:

1. Police schools
2. Training of local governing boards
3. Communications
4. Leadership training within a community
5. Community workshops on problems of youth opportunities, youth employment, and recreation

Voiced also were problems specifically addressed to the institutions of higher education. These may or may not be considered of sufficient magnitude to warrant development as a project proposal. A summary list of often stated requests follows:

1. Present a greater variety of off-campus courses both for credit and non-credit
2. Extension courses
3. Courses in sales psychology - especially for the store clerk
4. Secretarial training
5. A college student evaluation and guidance service
6. Expanded vocational division of a technical and terminal nature
7. More effort in adult education
8. Courses in public administration

There are other needs of the communities which require attention. These are needs, sometimes expressed, sometimes shown by action, about the function of the governing body of the community.

1. Develop a process to obtain the voice of the people of the community
2. Develop a desire to do #1 above
3. Techniques to plan and carry out community programs

Other often stated problems or situations for which no particular agency has been declared reponsible are:

1. Maintain a speaker bank
2. Practical nurses' training
3. School specifically for city clerks
4. School for county assessors